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EDUCATIONAL TECHNOLOGY CENTER
CENTRAL WASHINGTON UNIVERSITY

KENNEWICK SCHOOL DISTRICT

ADMINISTRATIVE INTERNSHIP

HANDBOOK

EDUCATIONAL TECHNOLOGY CENTER
CENTRAL WASHINGTON UNIVERSITY

ADMINISTRATIVE INTERSHIP PROGRAM
&
INTERN HANDBOOK FOR THE KENNEWICK SCHOOL DISTRICT

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of School Administration

by
Charles Douglas Watson
December, 1982

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C.D.W.

ADMINISTRATIVE INTERNSHIP PROGRAM
&
HANDBOOK FOR THE KENNEWICK SCHOOL DISTRICT

by
Charles Douglas Watson

January, 1983

This project provides a program handbook to be used by the Kennewick School District in their cooperative effort with the universities to provide a meaningful experience for potential future administrators. The intent was to provide a tool that will help both the school district and the intern form a stronger commitment in the administrative training process. The Program Handbook contains necessary information, application forms, processes and expectations of persons involved. It also provides an organizational and recording tool for selected interns and their supervisors.

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

The profession cannot rise above the level of its individual members. (author unknown)

The above statements is one which professional educators, interested in the improvement of education must keep in mind. It serves a reminder of the importance of continual personal growth. This growth is best ascertained through strong leadership.

Unlike some other professions, education has developed special programs for those who aspire to professional leadership positions. Programs designed for the preparation of educational administrators have a powerful impact upon the schools.

I. THE PROBLEM

It is recognized by previous administrative interns and some of the Kennewick administrators that the experiences provided previously to participants was limited and inadequate in their preparation for administrative positions within the district. It was felt that there was need, on the part of Kennewick administrators, for more of a commitment to providing adequate field experiences and feedback

for interns. This awareness led to the development of this project.

II. PURPOSE OF PROJECT

It was the purpose of this study (1) to review the principles of a good administrative intern program, (2) to assist the Kennewick School District in planning and implementing a successful administrative intern program, (3) to develop a guide for an administrative intern program that can be tested in the Kennewick School District Number 17, Kennewick, Washington; and (4) to develop an intern program that will act as a cooperative effort and an enhancement of the intern program of a credential granting institution.

III. IMPORTANCE OF THE STUDY

A concentrated attention to improvement of leadership development programs in education seems imperative when one reads the numerous articles concerned with today's public education. It follows logically that the importance of giving future administrators a good beginning experience cannot be over--emphasized. Probably the best way to insure this is through a comprehensive and effective administrative intern program.

Since the inception of the original intern program at the University of Maryland, 1947, there have been many articles written about the value of training of educational administrators.

The growing body of literature about internships has been concerned almost exclusively with administrative provisions... The quality of the internship experience itself, however, appears to have been almost completely neglected. Yet, the learning experience of the intern constitutes the essence of the program. (15:159)

The commitment on the part of the school district in cooperation with a university program, such as the one at Central Washington University, in developing the best possible intern program can help insure the quality of an individual's intern experience.

Another important aspect of a successful administrative intern program lies in the realm of identification and selection of potential strong leaders. The selection of administrators in today's public school is at least, if not more important now, than in years past. The role of an administrator has changed and people are needed who can successfully cope with the many pressures of the position. A quality program is essential for a district in the identification and selection of strong candidates.

In this study, an attempt is made to set up a program that will benefit the individual intern, the school district, and the supervising institution.

IV. LIMITATIONS OF THIS PAPER

Recognizing the realities of (1) limited funding, (2) district differences, (3) building differences, (4) administrative pressures on building principals, (5) legal-legislative restrictions, and (6) cost in time, money and commitment for the candidate, school district, and credential program institution, some of the proposals in this paper may be difficult to meet.

V. DEFINITION OF TERMS

1. College Supervisor - That person assigned by the credential granting institution of which he/she is a staff member that is responsible for the supervising of the administrative intern for the duration of his/her internship program as set by the guidelines of that institution.
2. Experience - A particular activity designed to promote knowledge and skills relative to the responsibilities of a principal.
3. Informal Internship Program - An introduction to administrative programs which is arranged through the District Leadership Development Committee and does not necessarily involve credits or certification.

4. Formal Internship Program - That phase of a graduate student's training that comes near the completion of his/her formal preparation for an administrative credential. During this period the student spends considerable time in the field under the joint supervision of a competent school administrator in a public school system, and faculty member of a credential granting institution.
5. Field Supervisor - The principal or administrator responsible for involving the intern in experiences recommended by the district program and sponsoring institution.

CHAPTER II

REVIEW OF LITERATURE

I. LITERATURE ON THE PURPOSE AND VALUE OF ADMINISTRATIVE INTERN PROGRAMS

For some time it has been evident that the role of the educational administrator is becoming a more complex and demanding role. Because of this the identification and training of potential administrators who can be successful and strong leaders is increasingly important.

If we are to secure...principals
who will provide leadership of a quality
these times demand, we must scrutinize
the total...pattern of preparation. (21:11)

More and more school districts throughout the state of Washington are recognizing the importance of training future leaders in conjunction with college and university programs. This cooperative effort is generally through an administrative intern program.

The internship can provide worthwhile preservice education and training experience for school administrators. In recognition of its value many school systems and universities have established internship programs in educational administration. (8:3)

In the Kent School District Intern Handbook it is stated by William Welk:

The Kent School District recognizes its responsibility for participation in the training of educational leaders of the future...The primary responsibility of the district in the preparation of educational administrators is providing a meaningful internship experience for qualified candidates. (11:1)

In Kennewick, the school board feels:

The Kennewick School District has an obligation to provide opportunities for guidance and experience which will lead to qualified candidates securing credentials for administration in the public schools of Washington.

This will be a cooperative effort of the Kennewick School District, the office of the Superintendent of Public Instruction and the institution of higher learning that is working with the candidate. (10:11)

It seems to be a consensus among the principals of Washington State that programs for administrative preparation are important. The following is an excerpt from a position paper on interns presented by the Association of Washington School Principals.

We, the principals of Washington State, believe that the profession of school administration improves in quality through the training, education and internship preparation of potential school administrators.

A high quality internship program by school districts in cooperation with credential granting institutions is an integral part of professional principal preparation programs. (2:1)

Analysis of the literature suggest several values to be gained from an Administrative intern program. The Department of Educational Administration at Illinois State University presented the following list that indicates the

values to be expected from an effective intership program.

1. It helps to smooth the transition from academic preparation to full administrative responsibility; i.e., it helps the intern to gain confidence by trying his hand at administrative tasks without carrying a full responsibility of administration.
 2. It enables the intern to benefit in a relatively short time from the lessons learned by the field sponsor during a lifetime of professional experience.
 3. It helps the intern to understand in terms of specific action the meaning of the theory he is learning.
 4. It helps the intern to see that sound theory is practical because it is helpful in improving practice.
 5. It enables the intern to learn how to administer through actual experience in administration.
 6. It provides a means of determining whether a prospective administrator is likely to be successful as a practitioner in Educational Administration.
 7. It helps the prospective administrator decide whether he really wants to be an administrator, and if he does, to discover the kind of position for which he is best suited.
 8. It provides new ideas and supplementary service for the school system sponsoring the intern.
 9. It stimulates the professional growth on the part of the sponsoring administrator.
 10. It enables the professor to keep in touch with the reality of the actual problems in the field.
- (1:38)

In position paper written by the Yakima School District another benefit is recognized.

During the past several years administrators across the United States have realized that people learn and understand different roles by doing. People who are immersed in a new role tend to gain one of at least two new perspectives: one, they like what they are doing and decide to pursue it further, or two, they don't like what they are doing. Both are very positive and both facilitate educational growth and communication. (24:1)

It is evident from the research that the values of an internship program have been recognized. Emphasis on this aspect of the administrative preparation program is growing with increasing numbers of school districts and credential granting institutions. It seems that the experience of working directly with an acting administrator has meaning for the intern. As Trump suggests:

It may be that preparation in terms of being on-the-job means just that. A position incumbent representing a real placement in the organizational hierarchy may not be just one way of practicing administration in training; it may be the only way... (21:15)

II. FORMS OF INTERNSHIP PROGRAMS

The contemporary intership in school administration takes its roots from turn-of-the-century medical internships (9:5-7). Over the years the basic concept of the internship in school administration has changed little. The concept is based upon the theory of learning by doing under competent guidance. The intern serves administrative duties under the watchful eye of an experienced administrator. Built into this concept is the cooperation of a credential granting institution that reflects support for the benefits of "marrying theory and practice in controlled, supervised situation". (9:6-8)

Although this basic "hands on" form of internship

is a commonality among most programs, many vary significantly in other respects. These are:

Time Allotments - Some internship programs are full time for one year or more; some provide half time training; in still other programs the intern is expected to carry a full teaching load while interning in the hours before and after school and during free periods. (8:1-3)

Evaluation and Recording - This may be done by the intern, the supervising administrator, college supervisor or all three. This can be in the form of conferences, reports, logs, check lists, or other devices.

Funding - The program may be supported by school district, foundation, state, federal, or other funds. A teacher's salary is paid in most cases, but other salary arrangements are occasionally made. (8:1-3)

Internship Position - Generally the internship is spent in one position in one school or central office under the supervision of one practicing administrator. A recent innovation in the internship included a "rotating" internship where the intern spends a number of weeks or months in each of a number of schools or central office positions under the guidance of different administrators. (8:2)

Placement of Internship in Preparatory Program - The internship most often comes at the end of the preparation program. As Lloyd Trump states:

Two reasons for placement at the end of training are worthy of suggestion. First, if the internship becomes the bridge between the preparation program and placement on the job, it seems to make sense that the sequence not be broken between the intership and the job placement. Some interns have missed appropriate placement after the internship because they had additional university commitments which interfered. Second, if we believe in early identification and specialization for a position, then appropriate placement after interning is desireable. (21:14)

III. RESPONSIBILITIES OF THE SCHOOL DISTRICT SUPERVISING PRINCIPAL, AND INTERN

An obvious limitation to the quality and success of an internship experience is the degree of involvement of commitments the school district, supervising principal and most importantly the intern are willing to make. As Lloyd Trump states:

Obviously the degree of actual involvement will vary with each internship because of the varying conditions in which it occurs, the way in which the intern's role is conceived, and perhaps most important, the maturity and skill of the intern. (21:13)

On analysis of the literature and existing programs it can be concluded that most agree on the general areas of responsibility for interns, supervising principals and school districts. The variances are on which areas are emphasized.

In most programs interns are afforded opportunities to participate in, observe, and analyze the administration of an educational institution. However, the importance placed on each of these three functions - participation, observation, and analysis--varies on different programs, (8:2)

School District - The responsibility for administering the public schools in recent years has become increasingly complex and sophisticated. Requirements for certification have been altered and expanded and the areas of operation for and administrator have increased. Because of this, and the acknowledgement of the value of internship programs, many

school districts are accepting the obligation to provide opportunities for guidance and experience for potentially strong future administrators.

Although most school district programs vary in degrees of emphasis most seem fairly similar in their feeling of responsibilities.

The most generally accepted responsibility is that of setting up an effective administrative intern program for the district. The district responsibilities stated in the Spokane School District Administrative Intern Handbook sums up what is generally believed by most districts which were studied, with intern programs.

Spokane School District #81 assumes the following responsibilities in offering a program for administrative interns:

- a. To identify and encourage qualified people to enter the administrative intern program.
- b. To assign the intern to the school and level which will best fit his needs and aspirations and orient him to his responsibilities and activities.
- c. To provide a broad range of administrative experiences and to provide adequate supervision so that these experiences will be meaningful.
- d. To establish an effective and adequate means of evaluation that will constructively aid the intern.
- e. To aid the intern in securing an administrative position. (20:2)

Supervising Principal - The supervising principal is of major importance in the quality of an intern experience. According to Melvin Leland:

The real strength of the program lies in contributions made by the host principal. His guidance, encouragement,

and cautions to the intern in a live, on-going situation are much more valuable than textbook readings or simulated experiences. Interns who have become assistant principals and principals are generous in praising host administrators who helped them to learn to handle real problems. (12:36)

The supervising principal must recognize the importance of his position and impact with the intern. He/she must be willing to devote a substantial amount of time with the intern on a professional as well as a personal level.

William Welk of the Kent School District summed up the responsibilities of the supervising principal as follows:

The field supervisor (principal) will be responsible for:

- a. insuring that the intern is provided with learning experiences from each of the Intern-principal Activities list.
- b. meeting with intern before September 1 of the internship year to schedule appropriate activities from the Intern-Principal Activities list.
- c. monitoring intern's progress and providing regular feedback to intern.
- d. keeping institution appraised of intern's progress.
- e. presenting intern to staff in a way which supports the intern's ability to function in the administrative role.
- f. maintaining contact with university supervisor.
- g. completing report at conclusion of internship year which honestly reflects his or her conclusions about the intern's ability to function as a principal.
- h. helping intern become involved in experiences which will permit meaningful interface with a variety of people in the district. (11:6)

Dr. Ernest Louk summed up the feelings of many relating the importance of a strong and positive model of leadership with the intern:

If we, as leaders in school administration, are to be instrumental in the growth of our

profession, we must reevaluate our relationship with interns. The administrative internship can be a double-edged experience: either a learning activity where the intern identifies with a positive and strong leadership or a negative relationship of limited direction and growth experiences. (13:13)

Intern - If the supervising principal is of major importance in a successful and valuable intern experience, the intern is of most importance. If the intern is not willing to make a time and energy commitment in gaining a variety of activities the quality of the experience greatly depreciates. This is especially true when assigned a non-committed principal.

Most existing programs recommend general intern responsibilities. Some include an activity list describing in more detail the experiences an intern must involve himself in as the year progresses.

Credential granting institutions provide lists of required and suggested activities for which interns are responsible. The following is an excerpt from Central Washington University's principal internship program.

The internship will normally require participation in a variety of activities focused on developing competencies in such areas as: (1) program development and management, (2) communication, (3) staff development, (4) community relations, (5) budget and facilities, and (6) research and evaluation. (4-3)

A detailed list of suggested activities and requirements is also presented in this program.

The following sample taken from the Kent School District

Administrative Handbook covers similar areas with district guidelines from other districts.

- The principal-intern will be responsible for:
- a. meeting all university and school district requirements.
 - b. being involved with school program one week before and/or one week after the regular schedule for teachers. There will be no extra compensation for this time.
 - c. spending time beyond the regular school day to work on activities as requested by the supervising principal.
 - d. meeting with the supervising principal before September 1 to select and schedule activities from each area of the Intern-Principal Activities list.
 - e. satisfactory performance of all regularly expected (teaching) duties.
 - f. maintaining contact between supervisor and facilitating interaction between university and field supervisor. (11:7)

It is difficult for school districts to place in writing all responsibilities for all persons involved. Some of the literature spoke more thoroughly in the area of responsibilities yet some of them are not as tangible or measurable as those written in existing programs. An example could be the feeling of responsibility for one's self. As Lloyd Trump states:

In addition to his responsibility toward teachers and the principal, the intern has a basic responsibility toward himself. He must identify what his growth targets are for the internship year. The internship should assist him in reviewing both his strengths and weaknesses. He should be able to seek guidance and help from his supervisors. In this way he can foster his own development as a prospective school principal (21:25)

IV. PROBLEMS AND CRITICISMS OF INTERNSHIP PROGRAMS

Although literature has shown vast acceptance as to the positive value of internship programs, they have not been void of problems or criticisms. This research of administrative pitfalls is not intended to be an emphasis on the negative. On the contrary, acknowledgement of these problems should help to avoid many situations that may hinder the success of the internship experience.

The following is a list of problems cited in an E.R.S. (Educational Research Service) Report entitled "Internship Programs in Educational Administration".

- a. The internship is costly and time consuming for all concerned parties.
- b. Funding is often a major negative consideration.
- c. The intern sometimes is given "housekeeping" paperwork tasks rather than actual challenges and responsibilities.
- d. Practice in management techniques and limitation of current practitioners sometimes are emphasized more than the development of creative administrators willing to take necessary risks.
- e. The internship may not be sufficiently related to and coordinated with previous academic preparation.
- f. The intern may become a "social isolate" in the administrative office if he or she is not able to frequently share experiences with other interns as medical interns do.
- g. The goals of internships may be too general and diffuse (necessitating the development of behavioral objectives in order for the internship to prove worthwhile). (8:3)

Despite existing or potential problems, many school districts continued to support, develop, and expand administrative intern programs, viewing them as the best available means of training future educational administrators. Such is the case in the Kennewick School District, Kennewick, Washington.

CHAPTER III

PROCEDURE OF THE PROJECT

The present administrative intern program in the Kennewick School District has been in operation in its original written form since 1970. Since that time Kennewick has experienced a substantial growth in population, resulting in the building of one additional high school and middle school, and three additional elementary schools with more in the planning stages.

As times change, so do needs. The following is a quote from the intern program in Kennewick:

Because the program, as suggested here, is new, it is expected alterations will be necessary from time to time as experience indicates needed change, as program requirements change, and as the size and organization of the district changes. Since we have a part in the responsibility of preparing school administrators we must provide the best program of which we are financially and structurally capable. (10:1)

Program requirements have and are still changing and Kennewick's size and organization have also changed substantially.

As a result of this and several discussions with various former interns and administrators a need was identified for a revised intern program for Kennewick School District. This writer agreed to accept responsibility for

this task.

The author of this project has obtained input in the compilation of this program from several sources.

A day was spent in the Yakima School District collecting material and discussing the varied aspects of their program with the people involved in the leadership development program in Yakima.

Literature was gathered and phone conversations were conducted with personnel from the Kent and Spokane School Districts.

In conjunction with this material collection of existing intern programs in other districts in Washington State, a comprehensive research was conducted on existing current literature in the form of ERIC search.

All the collected material which were relevant and which followed the philosophical guidelines of current literature and trends on the subject have been included.

It was the intent of this writer to choose from these materials the most sound ideas and practices which fit in the Kennewick School District philosophy and which are financially and structurally feasible.

This intern program will be written in a handbook form for easy accessibility and understanding. It will be presented before the Kennewick School District administrative council and school board for approval and adoption upon its completion.

CHAPTER IV

RESULTS

Chapter IV is the project, Administrative Internship Program & Handbook, and is paginated as a separate entity. Chapter V continues with page 21.

INTRODUCTION

The responsibility for administering the public schools has in recent years become increasingly sophisticated and complex. The areas of operation for administrators have increased, the requirements for certification have altered and expanded and the involvement of the individual school and practicing administrator dictates that the Kennewick School District recognize its responsibility for participation in the training of educational leaders of the future. The primary responsibility of the district in preparation of educational administrators is providing a meaningful internship (experience for qualified candidates). This program booklet was developed to provide a framework for administrative internships in Kennewick. It is designed to review the application and selection process and to provide an organizational and recording tool for selected interns and their supervisors. The booklet also includes necessary application forms.

Philosophy of the Internship Program

The Kennewick School District has an obligation to provide opportunities for guidance and experience which will lead to qualified candidates securing credentials for administration in the public schools of Washington.

This will be a cooperative effort of the Kennewick School District, the office of Superintendent of Public Instruction and the institution of higher learning that is working with the candidate.

Objectives of the Internship Program

1. To outline requirements and procedures and provide channels by which the applicant may enter the program in Kennewick.
2. To provide activities and experiences which will assist in developing the leadership a candidate must give to the total educational program.
3. To add well-trained people to a reservoir to potential candidates for administrative positions in the Kennewick School District and other school districts in the State of Washington.

Candidates Qualifications

The following qualifications are minimum requirements for consideration as an applicant for a formal internship

position:

1. A minimum of three years teaching experience.
2. A minimum of one year teaching experience in the Kennewick School District.
3. Have demonstrated a high quality teaching experience.
4. Participation and leadership in professional and community activities.
5. Demonstrated high moral and personal character.
6. Standard or regular certification for teaching.
7. Successful informal internship experience.
8. Evidence of acceptance in the administrative internship program in a university/college of his/her choice.

Informal Internship

An informal internship is an introduction to administrative programs which is arranged through the Leadership Development Committee and does not necessarily involve credits or certification. An informal internship involves any certificated Kennewick School District employee seeking experience in leadership training. Duration will be a minimum of two college quarters or its equivalent.

(Special Note: A candidate may be granted more than one informal internship at different levels under different

supervisors in order to gain a larger variety of experience).

Formal Internship

A formal internship involves any certificated Kennewick School employee who has met district and college requirements to work in a leadership training program. A formal internship cannot begin until an informal internship has been successfully completed. Duration will be three (3) college quarters or a calendar year including at least one week prior to the opening and one week after the closing of the student school year.

Application and Selection Procedures

The application and selection procedure outlined below is designed to be generally compatible with that of the colleges. The applicant has the responsibility for satisfying the requirements for both the Kennewick School District and the selected college. Forms for application required by the district are included in this booklet.

Informal Internship

1. Intern applicant should attempt to secure his/her own supervisor before submitting application.
2. Application must be completed and submitted to the personnel office no later than the 20th of the month preceding the internship.

Formal Internship

1. An informal internship must be completed and recorded with the Leadship Development Committee before a Formal Internship application will be considered by the committee.
2. Interested applicants should submit a personal letter of application including the following items:

- a. A brief statement of his/her philosophy of education.
 - b. Specific areas and levels of interest in the field of educational administration.
 - c. Reasons for the applicant's interest in educational administration.
 - d. Statement indicating the applicant's professional and community interests and activities.
 - e. An outline of the program the applicant expects to follow in acquiring administrative credentials.
 - f. Other information the applicant might consider pertinent and not contained in his/her personnel file in the central administration offices.
3. The applicant must provide evidence that he/she has been accepted into an administrative preparation program by an accredited institution of higher learning and that he/she will be eligible for an internship at the time he/she plans to serve in the district.
4. Applicants desiring to begin their formal internship in the fall (at the beginning of the school year) must have completed and submitted their application to the district personnel office by April 15. For winter term they are due November

15; and for spring term, February 15.

NOTE: Approval of a formal internship beginning winter or spring quarter will, in large part, depend on the availability and willingness of supervising administrator.

Evaluation

Evaluation of work done by the administrative intern will be made by the supervising principal/administrator in consultation with the district personnel supervisor and the superintendent.

Oral evaluations will be made informally during the course of the internship by the supervising principal. Two formal evaluations will be made by the college representative as a result of his/her visitations to the program. One formal written evaluation will be made by the supervising principal.

Responsibilities of the Field Supervisor

Supervising Principal

The field supervisor for principal interns will be responsible for:

1. insuring that the intern is provided with learning experiences from each area of the Intern-Principal Activities list.
2. meeting with intern before September 1 of the internship year to schedule appropriate activities from the Intern-Principal Activities list.
3. monitoring intern's progress and providing regular feedback to intern.
4. presenting intern to staff in a way which support the intern's ability to function in the administrative role.
5. maintaining contact with university supervisor.
6. completing report at conclusion of internship year which honestly reflects his or her conclusions about the intern's ability to function as a principal/administrator.
7. helping intern become involved in experiences which will permit meaningful interface with a variety of people in the district.

Responsibilities of Intern

The principal-intern will be responsible for:

1. meeting all university and school district requirements.
2. being involved with school program one week before and/or one week after the regular schedule for teachers. There will be no extra compensation for this time.
3. spending time beyond the regular school day to work on activities as requested by the supervising principal.
4. meeting with the supervising principal before September 1 to select and schedule activities from each area of the Intern-Principal Activities list.
5. satisfactory performance of all regularly expected (teaching) duties.
6. maintaining contact with the university supervisor and facilitating interaction between university and field supervisors.
7. meeting on a monthly basis with the district-organized intern group for developmental activities.

Suggested Intern-Principal Activities

The list which follows is provided for interns and their supervisors as a beginning point for planning internship activities. Together with their field and university supervisor, interns should select several activities from each area to include in their internship experience. To provide interns with time to complete certain activities which cannot be completed within the intern's regular daily schedule, the district will provide the minimum of ten days released time to each intern.

A. Budget

- ___ 1. Become familiar with methods of purchasing.
- ___ 2. Become familiar with the Kennewick School District requisition procedures.
- ___ 3. Become familiar with budget transfer procedures.
- ___ 4. Assist in ordering supplies from K.C.D.A.
- ___ 5. Become familiar with the school district budget, particularly those accounts related to the program in your specific building.
- ___ 6. Review monthly budget printouts.
- ___ 7. Assist in preparing the preliminary budget for your school.
- ___ 8. Attend meeting scheduled with business manager.
- ___ 9. _____
- ___ 10. _____

B. Building Assignments

- ____1. Participate in procedural duties involving student teachers.
- ____2. Be involved in staff assignment and/or reassignment procedures.
- ____3. Learn about basic office management procedures
- ____4. Conduct a routine inspection of the physical plant with the custodian.
- ____5. Conduct annual building equipment and textbook inventories.
- ____6. Participate in all school opening and closing procedures.
- ____7. Learn the organizational procedures of building stockroom.
- ____8. Discuss playground rules or school conduct in classrooms.
- ____9. Be designated as the person in charge of the building during principal's absence.
- ____10. _____
- ____11. _____

C. Central Office Administration

1. Attend intern meetings scheduled with a majority of the following people.
 - ____ Superintendent
 - ____ Assistant Superintendent in charge of instruction

- ____ Assistant Superintendent in charge of business
 - ____ Assistant Superintendent in charge of personnel/
public relations
 - ____ Director of Special Service
 - ____ Chairperson of School Board
 - ____ Curriculum Coordinators
2. Understand the duties and role of each of the
above persons.
 3. Work on selected district committees as suggested
by central office personnel or building principal.
 - ____ 4. _____
 - ____ 5. _____

D. Certificated Personnel

- ____ 1. Welcome a substitute teacher to the building and
help him/her with any questions or concerns.
- ____ 2. Participate in organizing and explaining the
building handbook for teachers.
- ____ 3. Be involved in several parent conferences regarding
a student's progress, disciplinary action, etc.
- ____ 4. Assist in scheduling of specialists in the building.
- ____ 5. Participate in evaluation procedure for certificated
staff members.
- ____ 6. Learn techniques of maintaining good moral and
school climate.
- ____ 7. Become involved in shared decision making with the
supervising principal.

- ___8. Assist with the screening of credentials, interviewing, and selection of new staff members.
- ___9. Assist in new teacher orientation program.
- ___10. Learn about and improve upon techniques of classroom observation.
- ___11. _____
- ___12. _____

E. Classified Personnel

- ___1. Learn responsibilities of secretary and how these duties vary with the size of school, type of community, P. T. A. activities, etc.
- ___2. Learn duties and responsibilities of custodial staff.
- ___3. Write work orders for building maintenance.
- ___4. Become familiar with the paraprofessional jobs around the school such as playground aide, library aide, and health room volunteer.
- ___5. Become familiar with food service operation.
- ___6. Meet with several maintenance employees to better understand their role in the district.
- ___7. Understand the roles of management and labor in labor-management relations and collective bargaining.
- ___8. _____
- ___9. _____

F. Curriculum and Instruction

- ___1. Work on curriculum development and become involved with the evaluation of existing programs in the building.
- ___2. Study and become familiar with the total curriculum at your level.
- ___3. Share ideas with other teachers in the district regarding techniques of instruction.
- ___4. Observe in classroom to better understand the total scope and sequence of the curriculum.
- ___5. Work with any updating of the district curriculum.
- ___6. Attend at least one meeting of the Instructional Materials Committee.
- ___7. Participate in the evaluation of instructional programs which are being piloted.
- ___8. Assist in development of annual textbook order.
- ___9. Review the district's learning objectives in those areas for which they have been written.
- ___10. _____
- ___11. _____

G. District Policies

- ___1. Become familiar with district forms and reports.
- ___2. Study and become familiar with district policy and procedures handbook.
- ___3. Become familiar with teacher and student rights

and responsibilities as they relate to state law.

- ___4. Assist in the revision or interpretation of the teacher and/or student handbook.
- ___5. Help explain district policies at staff meetings.
- ___6. _____
- ___7. _____

H. Emergency Procedures

- ___1. Understand the procedures to be followed during fire drills and bomb threat drills.
- ___2. Conduct fire and/or bomb threat drills and submit the proper reports following each drill.
- ___3. Understand thoroughly health procedures for the school and assist in health room with an injured child.
- ___4. _____
- ___5. _____

I. Evaluation

- ___1. Become knowledgeable about teacher evaluation requirements particularly the dates and procedures that must be followed.
- ___2. Become knowledgeable about the student reporting system at all levels.
- ___3. Work on goal-setting, observation and yearly evaluation to two building teachers. (The building

principal retains responsibility for formal evaluation of these teachers.)

___ 4. Be involved in the evaluation of two non-certificated personnel.

___ 5. _____

___ 6. _____

J. Meetings

___ 1. Assist in organizing several staff meetings and chair at least one.

___ 2. Participate in grade level or departmental meetings.

___ 3. Arrange and conduct student assemblies.

___ 4. Work with student council advisor on projects.

___ 5. Participate in parent-principal conferences.

___ 6. Participate in PTA meetings.

___ 7. Participate in school PTA Board, attend at least one meeting and take responsibility for some activities.

___ 8. Attend elementary or secondary and general principals meetings.

___ 9. Attend at least one cabinet meeting.

___ 10. Attend at least one School Board meeting.

___ 11. _____

___ 12. _____

K. Public Relations

- ___ 1. Assist the PTA in fund-raising and other projects.
- ___ 2. Work with local newspaper regarding events pertinent to your school.
- ___ 3. Work with parent groups, such as Title I advisory committee, a school advisory committee, PTA, etc.
- ___ 4. Write at least one school newsletter to communicate information regarding current programs to the community.
- ___ 5. Visit community organizations such as Kiwanis, Rotary, Lions, Chamber of Commerce, etc.
- ___ 6. Explore other techniques of gathering and disseminating information to the public about your school.
- ___ 7. Arrange parent or community leader visits to special school projects.
- ___ 8. Develop and administer parent/community questionnaire.
- ___ 9. Help organize parent volunteer program.
- ___ 10. _____
- ___ 11. _____

L. Pupil Personnel

- ___ 1. Become involved with handling administrative discipline situations.
- ___ 2. Work with establishing room assignments or individual schedules for following year.

- ___3. Learn student entry procedure.
- ___4. Work with student council on at least one project.
- ___5. Attend conferences on students involving school psychologists.
- ___6. Review student folders at the end of the year to ensure folders are completed properly and are in order.
- ___7. Do necessary paper work on student being referred to special education for assistance.
- ___8. Attend a special education staffing conference.
- ___9. Be "assigned" to a student with problems to make recommendations to the principal.
- ___10. Become familiar with all student attendance procedures.
- ___11. Understand thoroughly the student "Statement of Rights and Responsibilities".
- ___12. Meet with counselor(s) to discuss role and function of counselor.
- ___13. Attend a "hearing" requested by a parent.
- ___14. _____
- ___15. _____

M. Scheduling

- ___1. Be involved in organizing the schedules of specialists in the school.
- ___2. Assist in developing duty schedules for the next

school year.

- ___3. Learn the bus scheduling procedures.
- ___4. Learn procedure for building use scheduling.
- ___5. Work with school nurse and PTA health chairman in organizing the vision screeing.
- ___6. Be involved with calendar planning for the school year.
- ___7. Learn development of transportation routes and procedures.
- ___8. Work with counselors on scheduling and registering students for the next level.
- ___9. Work development of the building master schedule.
- ___10. _____
- ___11. _____

N. Special Programs

- ___1. Assist with the planning of special curricular projects.
- ___2. Help organize annual school field day.
- ___3. Assume responsibility for planning and directing open house.
- ___4. Become involved in school-community activity.
- ___5. Help plan and coordinate various building programs, such as Spring Concert, assemblies, etc.
- ___6. Become familiar with the district Instructional Materials Center and services it offers to teachers.

___7. Investigate the program content, financing, and reporting requirements of at least one federally funded program.

___8. _____

___9. _____

O. Testing

___1. Review standardized testing program with counselor(s)

___2. Review the various tests used in the district's standardized testing program.

___3. Analyze the building testing results and help interpret.

___4. Become familiar with the testing procedures of the Special Education Department.

___5. Be responsible for administering the building testing program, including scheduling, instructions, and collecting of tests for scoring.

___6. _____

___7. _____

P. Special Services

___1. _____

SUMMARY OF INTERNSHIP

This section is provided to aid in the planning and recording of intership activities. It is suggested that interns review the suggested intern activities list with their supervising principal and check those activities which they hope to include in their plan. These selected activities can then be scheduled throughout the year by placing them on the time line provided. The internship calendar is included to provide a format for recording daily internship activities.

internship Activities for AUGUST































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internship activities for off campus

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Internship Activities for OCTOBER

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internship Activities for DECEMBER

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INTERNSHIP ACTIVITIES FOR JANUARY

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Internship Activities for FEBRUARY

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internship activities for MANON

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Internship Activities for APRIL

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MEMBERSHIP ACTIVITIES FOR MAY

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Internship Activities for JUNE

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TIME LINE for ADMINISTRATIVE INTERNSHIP ACTIVITIES

August

September

October

February

March

April

November

December

January

May

June

KENNEWICK PUBLIC SCHOOL'S
INFORMAL INTERNSHIP EVALUATION INSTRUMENT

Name of candidate _____

Person completing this form _____

Name

Position

Please respond with your knowledge of the candidate in each area.

Experience

Describe the work situation in which you have observed the candidate.

For the position describe above, what percentile ranking would you assign to the candidate compared to all other individuals you have known who held a similar position? (How many out of 100 individuals does the candidate surpass in overall performance?)

____ 99-90	____ 59-40	
____ 89-75	____ 39-25	____ below 10
____ 74-60	____ 24-10	

Leadership

Describe leadership qualities observed in the candidate.

Communication

Assess the candidate's ability to use effective communication/human relations skills.

Scholarship

Assess candidate's ability to apply academic learning in the solution of educational problems.

Community Interaction

Discuss your knowledge of the candidate's involvement in school community relations.

Internship

Would you be willing to supervise this individual during an administrative internship experience?

____ Yes ____ No

RETURN COMPLETED FORM TO PERSONNEL OFFICE

CHAPTER V

SUMMARY AND RECOMMENDATIONS

SUMMARY

If we as administrative leaders in school districts are to be instrumental in the growth of our profession, we must continually re-evaluate our relationship with interns. The administrative internship can be a double-edged experience; either a learning activity where the intern experiences a positive growth and identifies with a positive and strong leadership or a negative relationship of limited direction and growth experiences.

A quality experience is in the best interest of the individual intern and the school district. For the individual it better prepares him/her for the real world administrative position and for the district it helps in the identification and selection procedure.

This writer understands that the primary responsibility for the preparation and certification of school administrators falls with the colleges and universities involved. The results of this project is not an attempt to replace the existing programs of these institutions. It is an attempt to: 1. help organize the Kennewick School District so that a firm commitment can be established, 2. clarify roles so that sound district supervision can be improved, 3. to include in the program the opportunity to

have actual field experience prior to, during and after required university course work and, 4. to provide an intern handbook as an aide in organization, understanding and planning for the intern experience.

RECOMMENDATIONS

It was recommended by the writer that the proposed administrative internship program and handbook be adopted by the Kennewick School District Board of Directors and be put into practice. On September 28, 1982 this program was adopted by the Board of Directors.

It is understood that even the best programs can be unsuccessful if those responsible for activating the programs are unenthused and uncommitted. It is therefore essential in order to insure success that the deveopment of future leaders be a primary goal of the Kennewick School District. The attitude must be transmitted from the central office leaders to school site leaders and interns that the success of an internship experience is affected by their attitudes and commitment combined. Therefore, the writer strongly recommends that any district implementing an intern program make a firm commitment with established guidelines and a written program.

KENNEWICK PUBLIC SCHOOL'S
LEADERSHIP DEVELOPMENT APPLICATION

TYPE OF PROGRAM:

Informal Formal Assigned

Beginning Date

Proposed Finishing

I realize participation in the Leadership Development Program does not guarantee additional placement or advancement in the Kennewick School District.

Intern's Signature

Date

School

.....

Intern applicant should attempt to secure his/her own supervisor before submitting application.

SUPERVISORS COMMENTS:

Is there any reason why you cannot give this person full support during the applicant's internship? Yes__ No__

Signature

Date

Position

SUPERVISOR:

Accepted by L.D.C.

L.D.C. Coordinator

Please return this sheet
to the Personnel Office

Internship completed and report
had been filed in personnel
record

Coordinator's Signature

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